



Ensuring learning while challenging each student to reach full potential...

Franklin Elementary School Improvement Plan

School Year –2018-2019

September 22, 2018

Goal Area(s) One	K-5 Math Based on 2017-2018 Data
Specific Goal/ Objective(s)	Improve Student Learning in the Area of Math
Target Outcome/ Measure(s)	<p>MAP results Measures/Indicators of Improvement:</p> <ol style="list-style-type: none"> 1. MAPs Results – K-5 Combined Math –Goal 90% of students will meet or exceed individual student growth projected point increase as recommended per individual student growth projection. (MAP Dynamic Reporting.) 2. MAP Results – Overall Goal – 90% proficiency 3. Smarter Balanced Results – 80% of students qualified to take the assessment will meet level 3 standard or above. 4. Targeted Subgroups – 80% of students initially testing at Level 1 will meet level 2 standards or above. 80% of students initially testing at Level 2 will meet level 3 standards or above. 75% of students initially testing at Level 3 will meet level 4.
Goal Area(s) Two	K-5 Reading Based on 2017-2018 Data
Specific Goal/Objective	Improve Student Learning in the Area of Reading
Target Outcome/ Measure(s)	<p>Measures/Indicators of Improvement:</p> <ol style="list-style-type: none"> 1. MAPs Results – K-5 Combined Reading –Goal 90% of students will meet or exceed individual student growth projected point increase as recommended per individual growth projection (MAP Dynamic Reporting.) 2. MAP Results – Overall Goal – 90% Proficiency 3. Smarter Balanced Results – 85% of students qualified to take the assessment will meet level 3 standard or above. 5. Targeted Subgroups – 80% of students initially testing at Level 1 will meet level 2 standards or above. 80% of students initially testing at Level 2 will meet level 3 standards or above. 75% of students initially testing at Level 3 will meet level 4.

PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development



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Goal Area(s) Three	Targeted Subgroup: Students receiving Specially Designed Instruction (SPED) Based on 2017-2018 Data
Specific Goal/Objective	Improve Student Learning in the Area of Reading and Math
Target Outcome/ Measure(s)	<p><u>Measures/Indicators of Improvement READING:</u></p> <ol style="list-style-type: none"> 1. MAPs Results – K-5 Combined Reading –Goal 80% of students will meet or exceed individual student growth projected point increase as recommended per individual growth projection (MAP Dynamic Reporting.) 2. MAP Results – Overall Goal – 60% Proficiency 3. Smarter Balanced Results – 25% of students qualified to take the assessment will meet level 3 standard or above. 4. Targeted Subgroup – 80% of students initially testing at Level 1 will meet level 2 standards or above. 70% of students initially testing at Level 2 will meet level 3 standards or above. <p><u>Measures/Indicators of Improvement MATH:</u></p> <ol style="list-style-type: none"> 1. MAPs Results – K-5 Combined Reading –Goal 80% of students will meet or exceed individual student growth projected point increase as recommended per individual growth projection (MAP Dynamic Reporting.) 2. MAP Results – Overall Goal – 50% Proficiency 3. Smarter Balanced Results – 20% of students qualified to take the assessment will meet level 3 standard or above. 4. Targeted Subgroup – 80% of students initially testing at Level 1 will meet level 2 standards or above. 70% of students initially testing at Level 2 will meet level 3 standards or above.

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Goal Area(s) Four	Targeted Subgroup: Students receiving Free/Reduced Lunch (Low Socioeconomic Status) Based on 2017-2018 Data
Specific Goal/Objective	Improve Student Learning in the Area of Reading and Math
Target Outcome/ Measure(s)	<p><u>Measures/Indicators of Improvement READING:</u></p> <ol style="list-style-type: none"> 1. MAPs Results – K-5 Combined Reading –Goal 80% of students will meet or exceed individual student growth projected point increase as recommended per individual growth projection (MAP Dynamic Reporting.) 2. MAP Results – Overall Goal – 75% Proficiency 3. Smarter Balanced Results – 80% of students qualified to take the assessment will meet level 3 standard or above. 4. Targeted Subgroups – 80% of students initially testing at Level 1 will meet level 2 standards or above. 75% of students initially testing at Level 2 will meet level 3 standards or above. <p><u>Measures/Indicators of Improvement MATH:</u></p> <ol style="list-style-type: none"> 1. MAPs Results – K-5 Combined Reading –Goal 80% of students will meet or exceed individual student growth projected point increase as recommended per individual growth projection (MAP Dynamic Reporting.) 2. MAP Results – Overall Goal – 75% Proficiency 3. Smarter Balanced Results – 80% of students qualified to take the assessment will meet level 3 standard or above. 4. Targeted Subgroups – 80% of students initially testing at Level 1 will meet level 2 standards or above. 75% of students initially testing at Level 2 will meet level 3 standards or above.

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Actions/ Strategies	Alignment with PSD Strategic Plan Goals	Resources
<p>Math: 1) Utilize Title I/LAP resources to provide responsive assistance to students struggling in mathematics during the school day, in addition to current Title/LAP reading support. 2) Utilize a combination of push-in, teacher directed interventions and pull-out interventions. 3) Continue utilization of math trainings as provided by PSD. 4) Provide coaching and support as needed by individual teachers, including Math TOSA to train new teachers. 5) Utilize teacher evaluation growth model to support math instruction, including enhancement of principal evaluation support through collaboration 6) Use staff meeting structure to support math collaboration k-5 7) Utilize SBA interim blocks to support math education 8) Celebrate math during ‘Math Madness’ night 9) Enhance parent support in math with 1 dedicated math night, k-5 and collaborate with CCE to coordinate and provide resources for the night 10) a year-end math games/puzzles night, 11) Utilize collaboration time to dissect grade-level power standards 12) Math madness month?, 13) Homework Club Assistance, 14) Utilize interventions and monitoring for students who are referred to the Student Intervention Team, 15) STEM, Art, Music, and PE Collaboration to incorporate Math standards and vocabulary into teaching. 16) Utilize teacher evaluation growth model to support reading instruction, including enhancement of principal evaluation support through collaboration</p>	<p>PSD goal areas 1, 2, 3 and 4</p>	<ul style="list-style-type: none"> • Current staffing/time • Support of • Math Pro Dev support (repetitive, classroom embedded training, k-5) • Common Core Math Standards • PTA subcommittee and funding • CCE • Interim Assessments • Interim Block Assessments • Vocabulary Lists • Mathematics Best Practice Menu • Digital Library
<p>Reading: 1) Utilize Title I/LAP resources to provide responsive assistance to students struggling in reading during the school day, in addition to current Title/LAP reading support. 2) Utilize a combination of push-in, teacher directed interventions and pull-out interventions. 3) Continue utilization of literacy trainings as provided by PSD. 4) Provide coaching and support as needed by individual teachers, including Curriculum TOSA for new teachers. 5) Utilize teacher evaluation growth model to support reading instruction, including enhancement of principal evaluation support through collaboration 6) Use staff meeting structure to support reading collaboration k-5 7) Utilize SBA interim blocks to support literacy education 8) Provide parents with resources and take-home readers, 9) Utilize collaboration time to dissect grade-level power standards, 10) Homework Club Assistance, 11) Utilize interventions and monitoring for students who are referred to the Student Intervention Team, 12) STEM, Art, Music, and PE Collaboration to incorporate Math standards and vocabulary into teaching.</p>	<p>PSD goal areas 1, 2, 3 and 4</p>	<ul style="list-style-type: none"> • Current staffing/time • Common Core Reading Standards • ELA Best Practices • CCE • Interim Assessments • Interim Block Assessments • Vocabulary Lists • Digital Library

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<p>Targeted subgroups (Math and ELA), as identified in comprehensive needs assessment and SIT process: 1) Clearly identify students who are not meeting standard, and communicate academic history to current teaching teams. 2) Utilize and generalize current training to guide differentiated practices. 3) Utilize homework/Tutoring Club to provide extra assistance to targeted students. 4) Enhance/streamline SIT process to review a greater number of students. 5) Revisit student progress on 8-week cycles with grade level and other team members</p>	<p>PSD goal areas 1, 2, 3 and 4</p>	<ul style="list-style-type: none"> • Current staffing/time • AYP data • My School Data • Title Needs Assessment • Teacher/Classroom data • WSU Collaboration • Homework Club • Core + • Read 180 • Special Education Report
<p>Students Receiving Specially Designed Instruction (SPED): Define roles for each Special Education Program staff member. 2) Use IEP meetings to clarify with staff and parents the role paraeducator support provides each student. 3) Teachers should make every effort to give parents, special education and regular education staff ample time to review IEP implementation and to review goals and accommodations in preparation of the IEP meeting. 4) It is critical that certificated teachers plan and design the lessons that are to be implemented by paraeducators. 5) Analyze paraeducator schedules and supervision hours in buildings, ensuring that staff placement is maximized and efficient, and, charged to the appropriate budget accounts, i.e. building budget versus special education budget. 6) Initiate a communication process and protocol for paraeducator absences. 7) SIT team review and interventions. 8) Job embedded training opportunities. 8) Plan for transitions. Spring caseload transition meetings will provide for better communication and special education and regular education classroom teacher support of special education students. 9) Transition meetings from schools not in our district or schools within our district should be timely upon entry of a new/returning student. 10) Utilize teacher evaluation growth model to support reading instruction, including enhancement of principal evaluation support through collaboration</p>	<p>PSD goal areas 1, 2, 3 and 4</p>	<ul style="list-style-type: none"> • Current staffing/time • AYP data • My School Data • Title Needs Assessment • Teacher/Classroom data • Homework Club • Read 180 • Math Pro Dev support • CCSS Reading • ELA Best Practices • CCE • Interim Assessments • Interim Block Assessments • Vocabulary Lists • Digital Library • CCSS: Math • Math Menu of Best Practices • WASA Review

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<p>Students Receiving Free/Reduced Lunch (Low Socioeconomic Status): 1) Utilize Title I/LAP resources to provide responsive assistance to students struggling in mathematics/reading during the school day, in addition to current Title/LAP reading/math support. 2) Utilize a combination of push-in, teacher directed interventions and pull-out interventions. 3) Continue utilization of math trainings as provided by PSD. 4) Provide coaching and support as needed by individual teachers. 5) Utilize teacher evaluation growth model to support math instruction, including enhancement of principal evaluation support through collaboration. 6) Use staff meeting structure to support math/reading collaboration k-5. 7) Utilize SBA interim blocks to support math/reading education 8) Enhance Parent support through a STEAM night 9) Enhance parent support in math with 1 dedicated math night, k-5 and collaborate with CCE to coordinate and provide resources for the night 10) a year-end math or reading games/puzzles night, 11) Utilize collaboration time to dissect grade-level power standards 12) Math madness month?, 13) Homework Club Assistance, 14) Utilize interventions and monitoring for students who are referred to the Student Intervention Team, 15) STEM, Art, Music, and PE Collaboration to incorporate Math standards and vocabulary into teaching.</p>	<p>PSD goal areas 1, 2, 3 and 4</p>	<ul style="list-style-type: none"> • Current staffing/time • AYP data • My School Data • Title Needs Assessment • Teacher/Classroom data • Homework Club • Read 180 • Math Pro Dev support • CCSS: Reading • ELA Best Practices • CCE • Interim Assessments • Interim Block Assessments • Vocabulary Lists • Digital Library • CCSS: Math • Math Menu of Best Practices • TOSA Support
<p>Social/Emotional: 1) Continue PBIS implementation, including utilizing SWIS data to guide and inform PBIS lessons, expectations and supervision structure. 2) Enhance reinforcement strategies, including use of ‘Franklin Fox Tickets’ and ‘Bus Bucks’ 3) Continued implementation of strategies from the Book Study: ‘Lost at School’, generalizing for all students. 4) Continue utilization of Second Step in grades k-4, with all k-4 teachers presenting the full curriculum to students, modeling the processes consistently. 5) Utilize DARE and Officer Patrick at grade 5. 6) Start the school year and reinforce ‘Just say Hello!’ strategies throughout the year 7) Implement a recess friend program and the Friendship Bench</p>	<p>PSD goal areas 1 and 4</p>	<ul style="list-style-type: none"> • Current staffing/time • Collaboration time • SWIS data tracking, including training for key staff • Building funds for Second Step materials
<p>Parent Communication: 1) Enhance coherent and transparent response to parent/community input through Franklin Fox Feedback Friday.</p>	<p>PSD goal area 1</p>	<ul style="list-style-type: none"> • Principal resources
<p>Continued Math Professional Development Support teachers in grades 3-5 in district wide continued preparation and implementation of SBAC interim and final assessments, including planning and follow up sessions.</p>	<p>PSD goal areas 1, 2, 3 and 4</p>	<ul style="list-style-type: none"> • Time during and after school • Interim Assessments • Interim Block Assessments • TOSA Support

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READING (2017-2018)

All Students	Did NOT Meet	Met
Kindergarten	35%	65%
1 st Grade	24%	76%
2 nd Grade	23%	77%
3 rd Grade	30%	70%
4 th Grade	28%	72%
5 th Grade	24%	76%
3 rd Grade SBA	19%	81%
4 th Grade SBA	25%	75%
5 th Grade SBA	17%	83%

Special Education	Did NOT Meet	Met
School Data	70%	30%
School Data: SBA	93%	7%
**Cannot disaggregate by grade level, because there are not at least 10 in each grade level.		

Black	Did NOT Meet	Met
School Data	52%	48%
**Cannot disaggregate by grade level, because there are not at least 10 in each grade level.		

Multi-Racial	Did NOT Meet	Met
School Data	25%	66%
**Cannot disaggregate by grade level, because there are not at least 10 in each grade level.		

Free and Reduced	Did NOT Meet	Met
Kindergarten	54%	56%
1 st Grade	40%	60%
2 nd Grade	29%	71%
3 rd Grade	44%	66%
4 th Grade	48%	54%
5 th Grade	47%	53%
3 rd Grade SBA	32%	68%
4 th Grade SBA	32%	68%
5 th Grade SBA	30%	70%

ELD	Did NOT Meet	Met
School Data	44%	65%
School Data: SBA	20%	80%
**Cannot disaggregate by grade level, because there are not at least 10 in each grade level.		

Hispanic	Did NOT Meet	Met
School Data	54%	46%
**Cannot disaggregate by grade level, because there are not at least 10 in each grade level.		

Asian	Did NOT Meet	Met
School Data	19%	81%
**Cannot disaggregate by grade level, because there are not at least 10 in each grade level.		

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MATH (2017-2018)

All Students	Did NOT Meet	Met
Kindergarten	30%	70%
1 st Grade	40%	60%
2 nd Grade	11%	89%
3 rd Grade	28%	72%
4 th Grade	49%	51%
5 th Grade	40%	60%
3 rd Grade SBA	24%	76%
4 th Grade SBA	37%	63%
5 th Grade SBA	27%	73%

Special Education	Did NOT Meet	Met
School Data	84%	16%
School Data SBA	96%	4%
**Cannot disaggregate by grade level, because there are not at least 10 in each grade level.		

Hispanic	Did NOT Meet	Met
School Data	57%	43%
**Cannot disaggregate by grade level, because there are not at least 10 in each grade level.		

Multi-Racial	Did NOT Meet	Met
School Data	36%	64%
**Cannot disaggregate by grade level, because there are not at least 10 in each grade level.		

Free and Reduced	Did NOT Meet	Met
Kindergarten	56%	44%
1 st Grade	65%	35%
2 nd Grade	17%	83%
3 rd Grade	54%	46%
4 th Grade	64%	36%
5 th Grade	73%	27%
3 rd Grade SBA	32%	68%
4 th Grade SBA	24%	76%
5 th Grade SBA	57%	43%

ELD	Did NOT Meet	Met
School Data	41%	59%
School Data SBA	50%	50%
**Cannot disaggregate by grade level, because there are not at least 10 in each grade level.		

Black	Did NOT Meet	Met
School Data	69%	31%
**Cannot disaggregate by grade level, because there are not at least 10 in each grade level.		

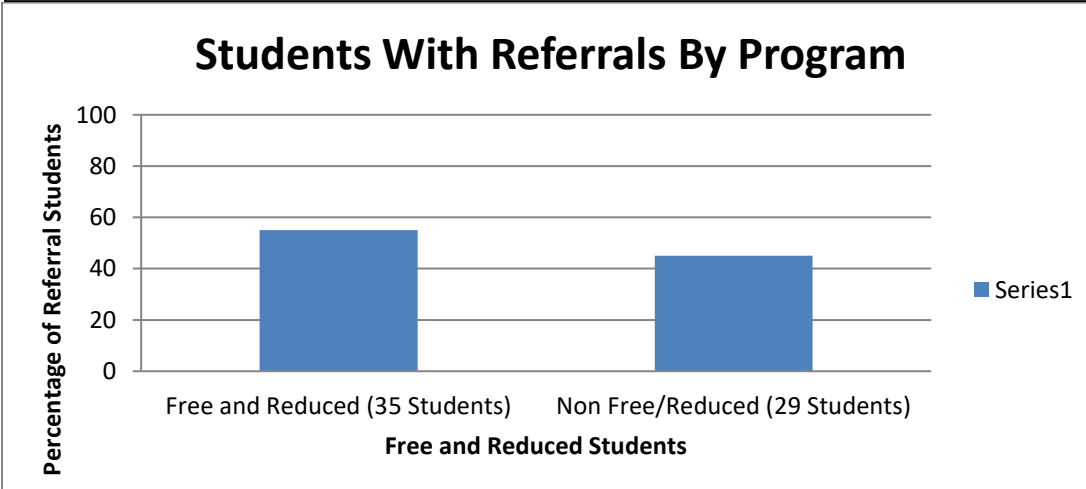
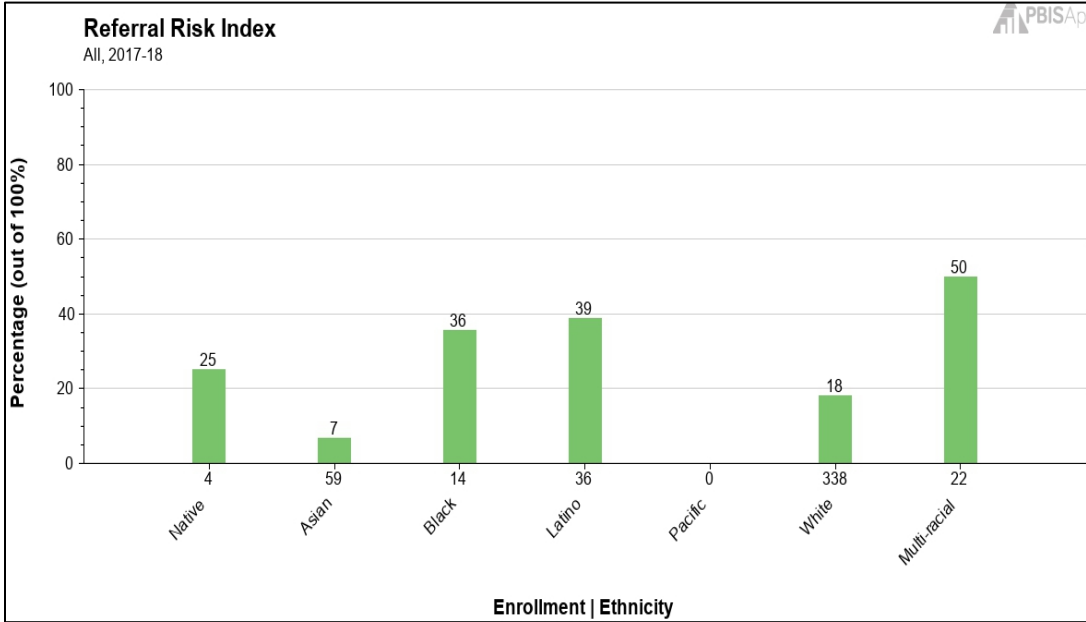
Asian	Did NOT Meet	Met
School Data	14%	86%
**Cannot disaggregate by grade level, because there are not at least 10 in each grade level.		

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DISCIPLINE (2017-2018)



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CORE + SUPPORT (2017-2018)

Allowable Programs	FES	JES	SES
Title I School wide-Additional Program Assistance in Reading	3-5		
Title I School wide-Additional Program Assistance in Math	K-5		
Title I Targeted -Additional Program Assistance in Reading		2-5	3-5
Title I Targeted—Additional Program Assistance in Math		K-5	K-5
LAP ELA—Reading, Writing, and Communication	K-2	K-1	K-2

Grade level	Amount Tier II Support	Type of Support: READING
K	30 minutes	Pull out small group guided reading groups
1 st	40 minutes	Pull out small group guided reading groups
2 nd	30 minutes	Pull out small group guided reading groups
3 rd	30 minutes	Pull out small group guided reading groups
4 th	60 minutes	Pull out groups – Read 180
	40 minutes	Pull our groups –Small group guided reading groups.
5 th	60 minutes	Pull out groups – Read 180

Grade level	Amount Tier II Support	Type of Support: MATH
K	30 minutes	Pull out small group instruction
1 st	45 minutes	Pull out small group instruction
2 nd	40 minutes	In class support
3 rd	20 minutes	In class support
4 th	30 minutes	In class support
5 th	40 minutes	Pull out Groups – Math 180

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